DOCUMENT RESUME

ED 295 244 CS 506 188

AUTHOR Patterson, Margaret Jones
TITLE Designing a Master's Program in Corporate Communication at an Urban University: A Case Study.
PUB DATE Jul 88
NOTE 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Case Studies; College Faculty; Higher Education; *Masters Programs; *Organizational Communication; *Program Design; Program Improvement; Public Relations; School Business Relationship; Student Recruitment; Surveys; *Urban Universities
IDENTIFIERS Business Careers; *Duquesne University PA

ABSTRACT

To assess how an urban university can take advantage of its setting to design a master's program in corporate communication, a 1987 study of the master's program in corporate communication at Duquesne University of Pittsburgh was conducted. Data were obtained through a survey of 590 local communication professionals, of whom 270 responded (a return rate of 46%) plus a survey of nearly 60 current graduate students and alumni conducted the previous year. The (2) faculty utilization; (3) improvement of ethical and professional standards; and (4) student recruitment. For professional needs at the national level, results revealed that most organizations required public relations departments to manage internal and external communication, indicating the need for courses in organizational and corporate communication skills. Locally, respondents reported that writing skills were the most important for the communication professional, in addition to communication skills. In the area of faculty utilization, results showed that the interdisciplinary design of Duquesne's program relied heavily on adjunct faculty (communication executives with local corporations and agencies). Although the university faculty was small, the adjunct faculty compensated by providing first-hand knowledge of the field and creating job networking possibilities. Concerning the improvement of ethical and professional standards, it was thought that the program should provide a flexible curriculum supported by individualized advising. Finally, the study indicated that despite minimal student recruitment, the program attracted many students through word of mouth and information in the graduate catalogue. (Five tables of data are included, and one page of footnotes and 38 references are attached.) (MM)

ED295244

# DESIGNING A MASTER'S PROGRAM IN CORPORATE COMMUNICATION AT AN URBAN UNIVERSITY: A CASE STUDY

AEJMC National Convention - Public Relations Teaching Division
Portland Oregon - July 2, 1988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Margaret Jones Patterson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Margaret J. Patterson
Associate Professor Journalism
Director of Graduate Studies
Communication Department
Duquesne University
Pittsburgh, PA 15282
412-434-6446

CS506162



BEST COPY AVAILABLE

# DESIGNING A MASTER'S PROGRAM IN CORPORATE COMMUNICATION AT AN URBAN UNIVERSITY: A CASE STUDY

The master's program in corporate communication at Duquesne University in Pittsburgh began in 1982 as a collaborative effort among the graduate school, the speech communication department and the journalism department. In 1986, journalism, speech, a program in media arts and the master's program in communication merged to form a new Department of Communication. As the master's program settled under the wing of this new department and marked its fifth birthday, we decided to assess where it stood in the professional and academic communities, locally and nationally.

There was no doubt the program had successfully identified a student market. The enrollment in 1987 approached 60 full- and part-time students with 35 alumni.

As director of graduate studies in the new department, I conducted eight months of study, including surveys of local communication professionals and of our own graduate students and alumni. The results provide a case study in how an urban university can take advantage of its setting to design - or redesign -

- an academically sound,
- professionally responsible, and
- fiscally profitable master's program in corporate communication.

By corporate communication, we mean a program larger than what has traditionally been included under the name of public relations. Our program includes courses in management, advertising, marketing, interpersonal and organizational communication. Our observation, confirmed by our Professional Advisory Committee, our own and others' research, is that corporate communication managers are responsible for a spectrum of activities broader than those normally referred to as public relations.

First, we decided that we wanted a corporate communication master's program that:

(1) met the needs of the profession, nationally and locally,
(2) utilized the skills and expertise of standing faculty and available adjunct faculty,
(3) sought to raise the ethical and professional standards of the field, and
(4) successfully recruited a high quality student body.

This paper will outline how we are trying to meet these goals.

## I. PROFESSIONAL NEEDS

### National

The literature on how academe should prepare public relations professionals is fairly plentiful. I allude to some of it here. Other references are included in the partial bibliography.

But the literature on how academe should prepare master's candidates in public relations and corporate communication is scarcer. As noted in the AEJMC's "Report of the National Commission on Graduate Public Relations Education," graduate programs in public relations were rare a dozen years ago.[1] The growth in graduate study has paralleled the horizontal and vertical growth in the profession. Melvin L. Sharpe found 119 graduate programs in public relations in his 1984 study.[2]

Today, there is clear evidence that the function of what was once exclusively called public relations has shifted beyond publicity to that of total management responsibility for an organization's internal and external communication. That is, it has become corporate communication. Progressive companies now depend on public relations officials to provide harmony within and without the organization. PR managers are expected to be part of a management team, capable of identifying communication roadblocks within management structures, of preventing problems even before symptoms appear, and of gathering and analyzing feedback. Perhaps, most importantly, the new PR professionals are expected to use their communication skills to help facilitate organizational change and transform employee and community fear into a sense of productive opportunity.[3]

Undergraduate programs cannot prepare students to step into such responsibility, and they should not try. On the other hand, graduate students must be ready for much more than writing press releases and preparing the employee newsletter.

AEJMC's National Commission on Graduate Public Relations Education in 1983 tackled the question of how to design a distinctive master's program in public relations:

> The master's program should provide training for the management of the public relations function as well as provide enhancement of critical public relations skills such as writing, editing and design. . . .
>
> As a management program, therefore, the master's program in public relations should be similar to that of a master's of business administration (MBA). . . .

> At the undergraduate level, educators essentially pass along the current body of public relations knowledge to students. At the master's level, students criticize and evaluate and add to that body of knowledge. As a result more of their courses will be of seminar format, rather than lecture or laboratory format. Seminars encourage discussion, dialogue, controversy and reformulation of conventional wisdom.[4]

The National Commission's report includes a model curriculum for a M.A. that provides a solid foundation. In our case, the structure we are building atop it reflects the interests of our faculty, our definitions of corporate communication (to include advertising, marketing and organizational communication), the mission of the university and the nature of the city. Pittsburgh has an aging population, and its economic base is shifting from heavy industry to high technology, research, education and health care. It also has the third largest number of corporate headquarters in the nation. All of this affects the nature of the communication industry here.

## Local

We tried to assess what skills communication professionals in the Pittsburgh area valued most highly in two ways:

1. We keep in close touch with our Professional Advisory Board of eight communication executives in the Pittsburgh area: two from agencies, two from private industries, three from the mass media, and one from the public sector.

2. We conducted a survey in the spring of 1987 of 590 communication professionals. The advisory board, along with two agency research departments, helped us to formulate the survey instrument.

The following data are based on surveys circulated to 590 advertising and public relations professionals during the week of March 24-27, 1987. Responses came back from 270 for a return rate of 46 percent. The local mailing lists of the Public Relations Society of America, the Pittsburgh Advertising Club, Women in Communications, Inc., and the International Association of Business Communicators were used after being scanned for duplication.

Respondents spanned wide range of years in the communications field, as shown in TABLE 1.

[TABLE 1 about here]

Respondents tended to cluster in the middle to upper management levels of employment as can be seen in TABLE 2.

[TABLE 2 about here]

Most who circled the "other" category here were self-employed or owned their own companies.

We wanted to know what working professionals thought were the most important skills and knowledge that they would expect from someone with an M.A. in Communication. We took our course offerings and paraphrased their content, and we asked our Professional Advisory Committee to suggest skills they thought were essential in the field. The two procedures resulted in a list of 17 skills and knowledge areas. We asked the respondents to rank their top choices from one to 10, with one being the most important. Each blank was assigned the number 11. The results of the respondents choices, ranked by the mean number chosen, and including the standard deviation are shown in Table 3.

[TABLE 3 about here]

Out of 270 respondents, 32 wrote in an area of skill or knowledge that we had not included in our 17. A dozen suggested that interpersonal communication was important and the same number wrote in business knowledge. Five suggested that communication graduates should be able to manage and lead people.

The results indicate that, across the board, communication professionals feel that writing skills are the most important. That opinion holds firm when cross tabulated with all levels of employment and all areas of communication in which the respondents indicated expertise.

Across the board, 55 percent of respondents ranked writing skills as most important to professionals in the field; 15 percent said they were number two and only 6.3 percent did not rank them at all. This percentage went down slightly, but steadily as the level of employment increased. While 63 percent of those at entry level said they were most important, 56 percent at the middle management level ranked them number one and 54 percent of those at upper management.

I found much of the research into what skills public relations practitioners need on the job failed to distinguish between the chiefs and the Indians. Corporate communication managers have much broader responsibilities and require much broader skills than the entry-level employees they supervise. Studies asking PR practitioners to rate job skills need to distinguish levels of employment and of education.

While most surveys of public relations professionals show that they consistently rank writing skills as the most important, what ranks in the number two and three position varies. Blankenship's survey of SCA (Speech Communication Association) professional communicators listed speaking skills number two;[5] Baxter's 1984 survey of Public Relations Society of America corporate section members listed PR theory number two;[6] Mike Shelly's PRSA survey put "Introduction to Public Relations" just after "Basic News Writing Skills,"[7] and so on.

Our survey asked professionals to do the ranking for persons with a master's degree. The areas of knowledge ranked number two and three by communications professionals were "ability to define corporate and communications objectives" and "strategic planning/budget management/implementation skill." Both require an ability to view the larger picture and to take charge as a manager.

The ranking for these skills climbs somewhat higher as the level of the respondents' employment increases through middle management. The aggregate ranking by middle managers for "ability to define corporate and communications objectives" is 4.5, as opposed to 5.8 by entry level employees.

Rankings for "strategic planning/ budget management/implementation skills are 8.3 for entry level employees, 5.9 for experienced staff, and 5.2 for middle managers.

The communication professionals in Pittsburgh seem to agree that "The master's program should provide training for management. . ." and ". . . should be similar to that of a master's of business administration (MBA)."[8] We are currently exploring possibilities for joint offerings with our own MBA program.

Two low rankings in our survey surprised me. With the staggering increase in libel litigation in recent years, I would have expected "knowledge of communications law" to rank higher. I also thought -- given Pittsburgh's international corporations and research centers -- that communications professionals would see "knowledge of

international and intercultural communications techniques" as more important than they did. It ranked at the bottom of all 17 choices.

Doing our own survey gave us a picture of the needs of the profession in the Pittsburgh area, where most of our graduates will practice. We learned, for example, in what sectors the communication professionals in our area work. As might be expected from the sources of the mailing list, the majority said their experience and expertise were in public relations, advertising and marketing fields, although a sizable number indicated they had experience in journalism as well. The frequency of employee/internal communication confirmed, for us, the need for organizational communication in the curriculum.

The distribution is shown in TABLE 4. Respondents could check more than one category.

[TABLE 4 about here]

Those who checked the "other" category, indicated their experience was in fields such as product development, publications production, direct mail/marketing, research, graphic design, photography, video production, fund raising/development, sales support and promotion, book publication, management, consumer affairs, shareholder communications, and special events.

No doubt, each city's economic and political structure would affect this distribution.

## II. FACULTY UTILIZATION

The graduate program at Duquesne suffered, frankly, because it was conceived as an interdisciplinary program. With strong departmental lines and scarce resources, the program could only beg for faculty time from chairs whose first responsibility was to cover their department's undergraduate courses.

As a result, many communication faculty made their first contact with the graduate program only after the departmental merger. The skills and interests of these faculty, along with two new faculty hired for fall, are influencing the shape of the program's evolving curriculum.

Yet this weakness in the program also created one of its strengths.

The orphaned program had relied heavily on adjunct faculty, mostly communication executives with the area's corporations and agencies. After the new Communication Department formed, we found this inherited staff of knowledgeable professionals brought a rich dowry of expertise, dedication, and, for the most part, good teaching skills.

When asked to rate the relative strengths of the program, the largest number of graduate students and alumni (54 percent) said the adjunct faculty first. They liked their up-to-the-minute, first-hand knowledge of the field. They also appreciated the job networking opportunities that adjunct faculty provided.

Adjuncts offer a rich resource urban universities should not overlook. Many professionals are natural teachers, who miss the academic atmosphere and the intellectual stimulation of a graduate program.

Here are a few recommendations for handling adjuncts:

1. Make team course development and teaching financially attractive to encourage faculty from different disciplines as well as adjunct and full-time faculty to work together.

2. Conduct student evaluations in every class, every semester and discuss the results with each faculty member. Devise a system of peer evaluation so that all faculty are observed at least once during the term.

3. Be prepared to drop a bad teacher despite his or her powerful position in the local industry. And be prepared to spend many lunch hours interviewing and nurturing new faculty.

4. Closely supervise syllabus development to encourage better teaching and to alleviate duplication in the curriculum.

5. Hold teaching workshops for adjunct faculty at least once per year for faculty to share ideas and compare course content.

6. Include the adjunct faculty in departmental social, academic and administrative functions. These are busy and important people who work hard for little pay. Their involvement and goodwill must be constantly cultivated.

## III. IMPROVEMENT OF ETHICAL AND PROFESSIONAL STANDARDS

Educational institutions engaged in professional education have a responsibility to provide leadership to the field, not just to supply its workers. The University of Missouri's Future Committee reported after a two-year national study that communication education had stagnated in the midst of a communication revolution. Educators "were regarded as following industry, not leading it; as the handmaiden to industry, not its critic and visionary guide."[9]

Most of our students - even on the graduate level - would overload their schedules with skills courses, if we let them. We need a curriculum that is flexible, but one that is shored by good advising. Advisers must recognize each student's career goals in individualizing a curriculum, but they should also bear in mind that each student carries with him or her responsibility for the improvement of the profession.

## IV. STUDENT RECRUITMENT

The M.A. in Communication at Duquesne did virtually no student recruitment its first five years. Despite that, the program had attracted nearly 60, mostly part-time students.

From our survey last year of graduate students and alumni, a demographic profile emerged of the Pittsburgh student who gravitated to the program almost automatically. All our courses are offered in the evening to accommodate the working student. Nonetheless, for me as the program's new director, the most surprising finding was that over 91 percent of current students are not only working, they are already employed in the communication field. Nearly 72 percent have another degree in a communication-related field.

Given the explosive growth of the corporate communication field, most cities probably have a potential student body of master's candidates

among communication professionals looking to better their position with the proper academic credential.

Our students are not necessarily newly employed. Although 58 percent say they have been employed in communication for between one to five years, 22 percent have six to 10 years experience and another 11 percent have worked for more than 11 years in the field.

Only 9 percent indicate that their jobs are at entry level; 49 percent describe themselves as experienced staff or specialized professionals. Another 16 percent are middle management.

Over half (55.2 percent) indicated that their tuition is (or was for the alumni) reimbursed by an employer. This indicates that we are indeed tapping the market of the already employed, many of whom work for companies that believe they stand to benefit from their employees' continuing education.

As indicated in TABLE 5, students are working in a broad spectrum of communications fields. Respondents could check more than one field.

[TABLE 5 about here]

Our students span a fairly wide range of ages. Over 18 percent of them are over 35, and at least one is over 50. The largest percentage are between 20 and 30 (31 percent are 20-25 and 31 percent are 26-30) with 20 percent between 31 and 35.

The program's enrollment is 70 percent female, which is not unusual in the communication field.

Almost half (48 percent) of Duquesne's current students and alumni said they heard about the program by word of mouth, while another 30 percent said the graduate catalogue was their source of information. Since the catalogue is normally only sent to those who request it, my guess is that this 30 percent also first heard of the program from a friend or colleague.

Only a small population (just three in this fall's class) came directly out of undergraduate programs. Undergraduates, including our own, are virtually untapped as a recruitment source. With more assistantship and scholarship aid and more recruitment effort that population may be our greatest source of new recruits.

A combined B.A./M.A. degree is now under design to allow our own undergraduates to earn both degrees in five years. A number of

senior-level undergraduate courses in such areas as advertising, public relations, print production, organizational communication, interpersonal communication and ethics will now be offered as dual, undergraduate-graduate level courses.

There is a third, as of yet small, source of potential students for the program. That is white collar professionals looking for a mid-career change. The ones we have admitted - a research geologist, a former teacher, an opera singer, and a medical technologist - bring a special prospective to the classroom, and they have done well.

As the program diversifies, we hope to meet the needs of a somewhat heterogeneous population with some current and planned features of the program.

Before the fall semester, we test all incoming students in three areas: business and economics, advertising and marketing, and public relations. These exams can exempt students from either one, two or all three of the one-credit sessions that comprise Introduction to Graduate Communications. The credit does not apply toward the degree.

We also offer a two- to four-credit practicum, which has proven particularly useful to students who are new to the field. Other students have used the practicum as a stepping stone into positions they hope to attain permanently. Employers, especially those who reimburse tuition, often have been eager to see students apply their coursework in a new situation.

Lastly, as we strengthen the academic core of our program, we are also offering a thesis for those who wish to pursue the Ph.D. We are discussing making the thesis and comprehensive examinations requirements.

We at Duquesne have found that our location on the edge of downtown gives us tremendous advantages. We found bright and highly qualified communication professionals in executive positions willing to bring their knowledge and talent to the classroom and to our Professional Advisory Board. We also found bright and highly qualified young professionals looking for a master's program that could give them the educational edge in the market place.

There are drawbacks. Advising is hard with a population that is unavailable during normal working hours. And because the courses are at night, students and adjunct faculty can be invisible, removed from the daily departmental life. It is a constant effort to keep them in touch.

Nonetheless, we look forward to success and rewards with this redesigned program that will far outweigh its drawbacks.

END NOTES

[1]Michael B. Hesse and Paul Alvarez, et. al. "A Report of the National Commission on Graduate Public Relations Education." Association for Education in Journalism and Mass Communication, 1983. p. 2.

[2]Melvin L. Sharpe "An Examination of the Status of Public Relations Graduate Education in the United States in Relation to Enrollments, Faculty Support, Admission Requirements, and Progress in Course Content Development." 1984. p. 3

[3]Ibid, p. 1.

[4]Michael B. Hesse and Paul Alvarez, et. al. "A Report of the National Commission on Graduate Public Relations Education." p. 4.

[5]Jane Blankenship, "Skills Required of SGA Members who Hold Jobs in Business, Industry, Government, and Social Service Settings," Association for Communication Administration Bulletin. January 1981. p. 58

[6]Bill L. Baxter, "Education for Corporate Public Relations" in Public Relations Review. Spring 1985.

[7]Mike Shelly,. "PR Professionals Pick Newswriting as Priority Course" in Journalism Educator. Spring 1981.

[8]Michael B. Hesse and Paul Alvarez, et. al. "A Report of the National Commission on Graduate Public Relations Education." p. 4.

[9]Report of the Future Committee. "Communications 1990," University of Missouri, School of Journalism.

BIBLIOGRAPHY

Adler, Keith and Bruce Vanden Bergh. "Are Advertising Graduates Set for Technological Change" in Journalism Educator. Spring 1984.

Adler, Keith and Bruce Vanden Bergh. "Be Cautious of High Technology in Advertising" in Journalism Educator. Autumn 1985.

Bateman, J. Carroll, Scott Cutlip, et. al., Commission on Public Relations Education. A Design for Public Relations Education. Foundation of Public Relations Research and Education, New York, 1975.

Baxter, Bill L. "Education for Corporate Public Relations" in Public Relations Review. Spring 1985.

Blankenship, Jane. "Skills Required of SCA Members Who Hold Jobs in Business, Industry, Government, and Social Service Settings" in Association for Communication Administration Bulletin. January 1981.

Bradley, Bert E. "Sharing A Public Relations Program with a Department of Journalism" in Association for Communication Administration Bulletin. January 1982.

Brinkman, Del. "Quality Must be Emphasized in 21st Century Education" in Journalism Educator. Autumn 1985

Budd, Richard W. "It's Time to Set New Directions in Communication Education" in Journalism Educator. Autumn 1985

Communication Evaluation Team, Hugh P. Cowdin, Gerald Goldhaber, Kathleen Jamison, Robert R. Smith, and Frank E. X. Dance. Final Evaluation Report. Duquesne University, 1984

Culbertson, Hugh M. "Practitioner Roles: Their Meaning for Educators" in Public Relations Review. Winter 1985.

Dennis, Everette E., Dean and Project Director, School of Journalism, University of Oregon. "Planning for Curricular Change in Journalism Education: Project on the Future of Journalism and Mass Communication Education." May 1984.

Doerner, Russell C. "Advertising Program Revised to Prepare for Needs of 1990s" in Journalism Educator. Spring 1984.

Gawron, Oscar and Jean E. Hunter. "Master of Arts in Communications: A Proposed Program submitted by The Graduate School of Liberal Arts & Sciences, Duquesne University." 1981.

Gibbs, John and Kurt Schreiber. "Graduate Communications Program." Duquesne University, 1984.

Graduate Students in Rhetoric and Persuasion, Duquesne University. "Report on the Master's Program in Communications." 1984.

Harper, Nancy. "M.A. Degree in Corporate Communication." University of Iowa, 1986.

Hesse, Michael B. and Paul Alvarez, et. al. "A Report of the National Commission on Graduate Public Relations Education." Association for Education in Journalism and Mass Communication. 1983.

Hoskins, Bob, "Search for New PR Instructors Getting Tougher" in Journalism Educator. January 1981.

Johenning, Jean and John Mazey. "Professionals Rate 'Ideal' Curriculum for Ad Majors" in Journalism Educator. Autumn 1984.

Jones, Dennis R. "Writing English vs. Writing News - Is There a Difference?" in Journalism Educator. Summer 1986.

Kalupa, Frank B. and T. Harrell Allen. "Future Directions in Public Relations Education" in Public Relations Review. Summer 1982.

Kendall, Robert. "Public Relations Faculty: A National Profile on Teaching, Compensation and Costs." Paper presented to Educators Section, Public Relations Society of America National Conference, New York, 1983.

Kessler, Martha Stout. "Communicating Within and Without: The Work of Communication Specialists in American Corporations" in Association for Communication Administration Bulletin. January 1981.

Lane, Michael S., John Harpell, Ali Mansour. "An Integrated Approach to Curriculum Design/Redesign" in Journal of Education for Business. May 1986.

Lower, Frank J. "Preparing A Public Relations Proposal For a Department of Communication" in Association for Communication Administration Bulletin. January 1982.

McCartney, Hunter P. "Academic Public Relations Programs - 'Tantalus' Revisited." 1983.

Measell, James S. "Public Relations and Speech Communication" in Association for Communication Administration Bulletin. January 1982.

Neher, William W. and Royce E. Flood. "A Major in Public and Coprorate Communication: Curriculum Deveopment and Implementation at a Small University" in Association for Communication Administration Bulletin. October 1984

Patterson, Herman F. and Alberta Anderson. "Integrating Changing Communication Technology into Business Communication Classes" in Journal of Business Education. October 1983.

Rotzoll, Kim. "Future Advertising Education: Ideas on a Tentative Discipline" in Journalism Educator. Autumn 1985.

Sharpe, Melvin L. "A Design for Public Relations Graduate Education Based on Current and Future Needs of Professionals" in Public Relations Review. Spring 1984.

Sharpe, Melvin L. "An Examination of the Status of Public Relations Graduate Education in the United States in Relation to Enrollments, Faculty Support, Admission Requirements, and Progress in Course Content Development." 1984.

Shelly, Mike,. "PR Professionals Pick Newswriting as Priority Course" in Journalism Educator. Spring 1981.

Siegel, Michael Eric and Paul H. Hamlin. "Teaching Adults: Seeking a National Perspective on Faculty Development in Continuing Education." Paper presented to the Conference on Developing and Teaching Programs for Adults in the Humanities, Arts, and Sciences, sponsored by the University of Chicago Office of Continuing Education and NUCEA, Chicago. February 1987.

Wakefield, Gay and Laura Perkins Cotton. "Education for the '80s and Beyond" in Public Relations Review. Summer 1986.

Wolf, Morris Philip. "The 'Writing-as-a-Process' Trend in Business Communication and Research Teaching" in Journal of Business Education. March 1985.

Woodward, Robert D. "Excellent Teaching is Easy to Spot, Hard to Define" in Journalism Educator. Autumn 1986.

Wolvin, Andrew D. "New Directions for Careers in Communication," in Association for Communication Administration Bulletin. January 1981.

TABLE 1

YEARS OF WORK IN THE FIELD OF COMMUNICATION AS INDICATED BY RESPONDENTS ON SURVEY OF PROFESSIONALS:

| YEARS IN FIELD | PERCENTAGE |
|---|---|
| 5 years or less | 11.5 percent |
| 6-10 years | 22.6 |
| 11-15 years | 14.8 |
| 16-20 years | 14.8 |
| 21-25 years | 15.6 |
| 26 or more years | 20.7 |

TABLE 2

LEVEL OF EMPLOYMENT INDICATED BY RESPONDENTS ON SURVEY OF PROFESSIONALS:

| LEVEL OF EMPLOYMENT | PERCENTAGE |
|---|---|
| Entry level | 3.0 percent |
| Experienced staff/specialized professional | 23.3 |
| Supervisory/middle management | 33.7 |
| Upper management | 35.2 |
| Other | 4.8 |

TABLE 3

AGGREGATE RANKING OF IMPORTANT SKILLS AND KNOWLEDGE
BY COMMUNICATIONS PROFESSIONALS

| SKILL OR KNOWLEDGE | MEAN | SD |
|---|---|---|
| 1. Writing skills | 2.763 | 2.882 |
| 2. Ability to define corporate and communications objectives | 4.911 | 3.413 |
| 3. Strategic planning/budget management/ implementation skills | 6.141 | 3.541 |
| 4. Knowledge of marketing | 6.311 | 3.520 |
| 5. Knowledge of methods of research/public opinion/ impact measurement | 7.230 | 2.948 |
| 6. Knowledge of the news media process | 7.800 | 3.137 |
| 7. Corporate presentation and platform skills | 7.881 | 3.007 |
| 8. Ethics in communications | 8.170 | 3.364 |
| 9. Knowledge of graphic design and layout techniques | 8.344 | 2.891 |
| 10. Knowledge of communications psychology/theory/ systems | 8.578 | 3.114 |
| 11. Ability to understand, interpret, and translate new technical concepts | 8.578 | 3.039 |
| 12. Knowledge of internal/employee communications techniques | 8.626 | 2.925 |
| 13. Knowledge of methods of electronic communication | 8.904 | 2.481 |
| 14. Crisis management skills | 8.959 | 2.761 |
| 15. Knowledge of communications law | 10.185 | 1.868 |
| 16. Other | 10.211 | 2.441 |
| 17. Knowledge of international and intercultural communications techniques | 10.500 | 1.601 |

TABLE 4

FIELDS OF EXPERIENCE AND EXPERTISE INDICATED BY COMMUNICATION PROFESSIONALS SURVEYED:

| FIELD OF EXPERIENCE/EXPERTISE | PERCENTAGE |
|---|---|
| Public Relations | 57.8 percent |
| Advertising | 50.7 |
| Employee/Internal Communication | 45.2 |
| Marketing | 41.5 |
| Print Journalism | 30.4 |
| Comm. for nonprofit institution | 25.9 |
| Other | 19.6 |
| Broadcast media | 16.3 |
| Government Relations | 7.0 |

TABLE 5

FIELDS OF COMMUNICATION EXPERIENCE INDICATED BY GRADUATE STUDENTS SURVEYED:

| COMMUNICATION FIELD | STUDENTS |
|---|---|
| Public Relations | 44 percent |
| Advertising | 33 |
| Marketing | 31 |
| Audio-visual/broadcasting | 20 |
| Employee relations | 20 |
| Community relations | 18 |
| Other | 11 |
| Journalism | 9 |